

COLLEGE OF EDUCATION AND HUMAN SCIENCES-2006

MISSION

The College of Education and Human Sciences is dedicated to improving the lives of individuals, families, schools and communities and to strengthening the relationships among them.

STRATEGIC PRIORITIES

Priority1: Enact new programs that fulfill the promise of CEHS.

Progress:

- The Hotel, Restaurant and Tourism Management program was approved.
- The Health Option and the College Student Learning Option were put into place.
- The Audiology Doctorate enrolled its first students.
- The molecular nutrition project began in collaboration with units at UNL, UNMC and Creighton.
- Scholarly interest groups formed around immigration and rural communities.

Priority 2: Prepare graduates who demonstrate distinctive perspectives and skills that distinguish them from graduates of other institutions and make them highly qualified to succeed.

Progress:

- The CEHS Signature Course was piloted, drawing students from all majors in the College.
- CEHS ADVANTAGE, a new freshmen learning community was founded.
- *The CEHS Experience*, a DVD orientation for freshmen and new transfer students, was developed and sent to 500 students fall, 2005.
- Integrated teaching and research projects were completed. Follow-up evaluations are underway.
- The dual endorsement program in elementary & special education K-6 began.
- Educational Psychology and Speech-Language Pathology ranked in top 20 – *U.S. News and World Report*
- CEHS ranked in the top 20% of Colleges of Education – *U.S. News and World Report*.

Priority 3: Increase the scope, number and variety of funded research and creative work that integrate education and the human sciences.

Progress:

- CEHS external funding in this regard increased by 100% over the past three years.
- The CEHS Research Office was reorganized.
- The CEHS Research Council was formed.
- CEHS faculty/staff carried out 15 million dollars in funded research during the year.
- The Nebraska Center for Research on Children, Youth, Families and Schools increased the number of research proposals submitted and increased the percentage of proposals funded.
- The CEHS Showcase increased opportunities for faculty/staff/stakeholders to learn about each other's work.
- We increased support for dissemination of scholarship nationally and regionally (e.g., new journals edited by CEHS faculty).
- 109 CEHS faculty completed the e-ARFA, a technology-based professional accomplishments report. This will serve as a source for creating research and outreach categories.
- CEHS developed individual department plans related to scholarship. (See unit APRs and departmental research plans.)
- CEHS initiated a signature speaker series and collegiate symposium to highlight CEHS faculty/student research/outreach that integrate education and human sciences.

Priority 4: Increase the diversity of people, ideas and perspectives represented in CEHS

Progress:

- CEHS held conversations at the college level and in individual units/communities to develop a shared definition of diversity. CEHS faculty and staff define diversity in broad terms, encompassing gender, ethnicity, culture, abilities, socio-economic status, sexual orientation, language, age and theoretical/philosophical perspectives.
- The diversity of the CEHS workforce increased from 8% to 9% in the past year.

- CEHS student enrollments are holding steady in terms of gender and ethnicity. For the past two years these indices were in decline.
- CEHS expanded enrollments in its inclusive program (added additional sections of classes, extended summer practicum availability at the Ruth Staples Child Development Laboratory, increased sizes of sections).
- CEHS increased scholarships to students from underrepresented groups by \$50,000.
- CEHS redirected 3 faculty lines to focus on diversity-related content.

Priority 5: Increase student enrollments in CEHS undergraduate and graduate programs paying particular attention to diversity and quality

Progress:

- CEHS deposits for freshmen are up 9% over last year.
- CEHS achieved a reduction to 120 credits in 75% of its undergraduate programs.
- CEHS developed new recruitment materials for high impact majors for which no materials had previously been (math, science and foreign language education, special education, speech & audiology).
- All departments developed new graduate print materials around the theme, Experience, Transform, Lead.

Priority 6: Assess CEHS student learning outcomes & impacts

Progress:

- 18 CEHS undergraduate programs created learning objectives for the PEARL Project.
- CEHS departments are developing competencies for undergraduate and graduate programs – these are aligned with learning objectives and assessment plans.
- CEHS created a college-wide course evaluation form.

Priority 7: Continually improve CEHS facilities, technology, data management and support services to enhance climate and productivity

Progress:

- CEHS renovated 13 classrooms; made laboratory and technology upgrades at the Barkley Center, the Family Resource Center and the Ruth Staples Child Development Laboratory.
- CEHS enacted a computer replacement plan for faculty and staff.
- CEHS created a new Staff Council.
- Individual departments are reviewing job descriptions and classifications using NU Values as a way to enhance equity and job climate.

EMERGING AREAS OF CONCENTRATION & POTENTIAL COLLABORATION WITHIN AND BEYOND CEHS

Connecting teaching, learning and technology (P –Post Secondary)

Economic Development (entrepreneurship, hospitality & tourism, rural networks)

Family, School and Community Services for Diverse Populations (immigrant families, children and youth; individuals with special needs; vulnerable populations such as young children, victims/bullies, individuals coping with drugs, eating disorders, mental health issues, exploitation, poverty, and communities experiencing significant demographic shifts)

Global perspectives and international partnerships (family strengths, education, product development)

Innovative methods and tools of inquiry well-suited for holistic, multidisciplinary work

Rural Communities (individuals, families, schools, entrepreneurship, policy)

Scholarship of Teaching and Learning particularly in science, mathematics, culture-language-literacy.

School and Community Leadership (P-12, Community Colleges, Community Development)

Wellness and Healthy Living (health behavior, molecular nutrition, food and food safety)